

HDEV 0002 - PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN

Catalog Description

Hours: 54 lecture

Description: Examination of the underlying theoretical principles of developmentally appropriate practices in early care and education. Emphasis on the role of the early childhood educator, the importance of teacher-child relationships, curriculum, and effective teaching strategies and environmental design for supporting development in young children. This course includes a review of the historical roots of early childhood programs, and the evolution of the professional practices promoting advocacy, ethics, and professional identity including career pathways and professional standards. (C-ID ECE 120) (CSU)

Course Student Learning Outcomes

- CSLO #1: Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
- CSLO #2: Describe the role of the early childhood educator, including ethical conduct and professional pathways.
- CSLO #3: Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

Students will:

1. Describe developmentally appropriate practice.
2. Identify the historical roots, theories, standards, and approaches and delivery systems in early care and education.
3. Compare various program types and philosophies.
4. Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.
5. Examine the developmental needs of children at various ages.
6. Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.
7. Use indicators of quality to analyze various early childhood settings, curriculum, and teaching strategies.

8. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
9. Analyze the relationship between observation, planning, implementation, and assessment in developing curriculum and environments.
10. Analyze a classroom environment using the Environmental Rating Scale.
11. Critique emotional support in a classroom setting using the CLASS assessment tool.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Students will discuss the Frameworks as they pertain to current practices in Early Childhood Education. Students are evaluated based on participation.
- Objective Examinations
 - Example: Students will read a scenario and identify which of 4 multiple choice responses best exemplifies developmentally appropriate practices. Grading based on correct application of criteria.
- Projects
 - Example: Students will work in groups to present one neural pathway and its connection to developmentally appropriate practices. Rubric Grading.
- Reports
 - Example: Instructor will ask students to obtain information from the Child Development Training Consortium website and describe the process for (a) obtaining a Child Development Permit, and (b)renewing or upgrading the permit through professional growth activities. Instructor will grade using a rubric.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will give a short mini lecture on ethics in Early Childhood education, and distribute a hypothetical scenario of an ethical dilemma involving a preschool child. Working in small groups led by the instructor, students will identify their obligation to young children as the teacher, and problem-solve various ways to handle the situation, using the NAEYC Code of Ethics as a guideline.
2. Students will conduct two visitations in Early Childhood settings, analyze environments and adult-child interactions, and write a summary report of findings.

Distance Learning

1. Instructor will post a video involving teachers interacting with preschool children. Students will take individual observation jottings during the video and summarize their findings in a Discussion Board.

Typical Out of Class Assignments Reading Assignments

1. Read NAEYC Code of Ethics and apply to instructor scenarios.
2. Read NAEYC Position Statement Developmentally Appropriate Practices and categorize appropriate versus inappropriate practices.

Writing, Problem Solving or Performance

1. Observe a classroom environment for quality based on the Environmental Rating Scale that corresponds to the program (ITERS/ ECERS/FCERS/SACERS) and write program quality analysis.
2. Observe a classroom of children and critique the emotional support provided by the teacher based on the quality indicators from the CLASS assessment tool. Give specific examples from the tool to determine if the teacher-child interactions are optimal.
3. Construct a plan for attaining a Child Development Permit at least at the Teacher Level.

Other (Term projects, research papers, portfolios, etc.)

1. Site observations of preschool child care programs with critical analysis paper that identifies standard assessment tools from the field.
2. Internet search for current professional programs.
3. Professional Growth Project.
4. Teacher Interview.
5. Professional Portfolio, including the following: - Letter of introduction - Professional resume - College transcripts - Letter of recommendation - Exemplary work sample (one Observation Analysis)

Required Materials

- Developmentally Appropriate Practice in Early Childhood Programs
 - Author: Bredekamp
 - Publisher: NAEYC
 - Publication Date: 2009
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Foundations & Best Practices in Early Childhood Education
 - Author: Follari, L.M.
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- California State Preschool Learning Frameworks Volume 1
 - Author: California State Department of Education
 - Publisher: California State Department of Education
 - Publication Date: 2015
 - Text Edition: 1st
 - Classic Textbook?:

- OER Link:
- OER:
- Early Childhood Environmental Rating Scale
 - Author: Harms, Clifford, & Cryer
 - Publisher: Teachers College Press
 - Publication Date: 2014
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- CLASS Dimensions Guide
 - Author: Teachstone
 - Publisher: Teachstone
 - Publication Date: 2016
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.